

# Unit Planning Guide: Grade 8 Unit 8 weeks 36-40

Unit Title: Let's Sum it Up!	Pacing (Duration of Unit): weeks 36-40
Grade: 8	Buffer Day(s): 3-5

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Communicate ideas effectively in discourse and oral presentation to sit various audiences and purposes
- Generate open ended questions and seek answers through critical analysis, text, media, interview, and/or observations
- Communicate ideas effectively in writing to sit a particular audience and purpose

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

**W.8.6 Use technology, including the Internet, to produce and publish writing and present the findings**

**W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (extension from previous 5 weeks W.8.8)**

**SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

#### Supporting Standards

- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- W.8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

#### WiDA Standards (ELL)

**WiDA for English Language Learners**  
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language

Meaning (*Mostly assessed through Performance Tasks/Assessments)
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**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Students will use previously acquitted reading skills to answer questions, and generate additional, related focus questions.
- Collaborative research projects will be presented using speaking & listening skills (previously acquired)

**Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can you present research in an interesting way?

Acquisition (*Mostly assessed through traditional summative assessments)
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**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- *How to synthesize and review previously taught concepts*

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- *Presenting research using appropriate speaking skills*
- *Using the Internet to produce and publish research in a variety of modes*
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